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ABSTRACT

This module presents a guide for the study of the Navajo Indians' life and customs as they existed about thirty years ago. The length of time necessary to complete the activities, which are designed for use in kindergarten through third grades, may vary from one to two weeks. The module includes language, science, mathematics, art, music, dramatic play and social studies activities as well as activities for gross and fine muscle development. (Author/JD)

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WALKING IN NAVAJO FOOTPRINTS

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College of Education
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Mirabelle Baptiste, Program Coordinator

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WALKING IN NAVAJO FOOTPRINTS

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PROSPECTUS

This module for the study of Navajo Indians was chosen for two major reasons: (1) most studies about American Indians have been so general that all tribes are lumped into one mold, overlooking the fact that each tribe has its own distinct culture and contributions; and (2) very little material about any one tribe is available in modular form.

The module concerns the life and customs of most Navajo Indians about thirty years ago though many still live in similar ways. This time period was selected because it preceded rapid changes in the life style which were brought about by the tremendous growth of the tribe and its animals without additional land for expansion and the influences of the Anglo culture after World War II. Emphasis is placed on the contributions of the Navajo Indians to society and mankind.

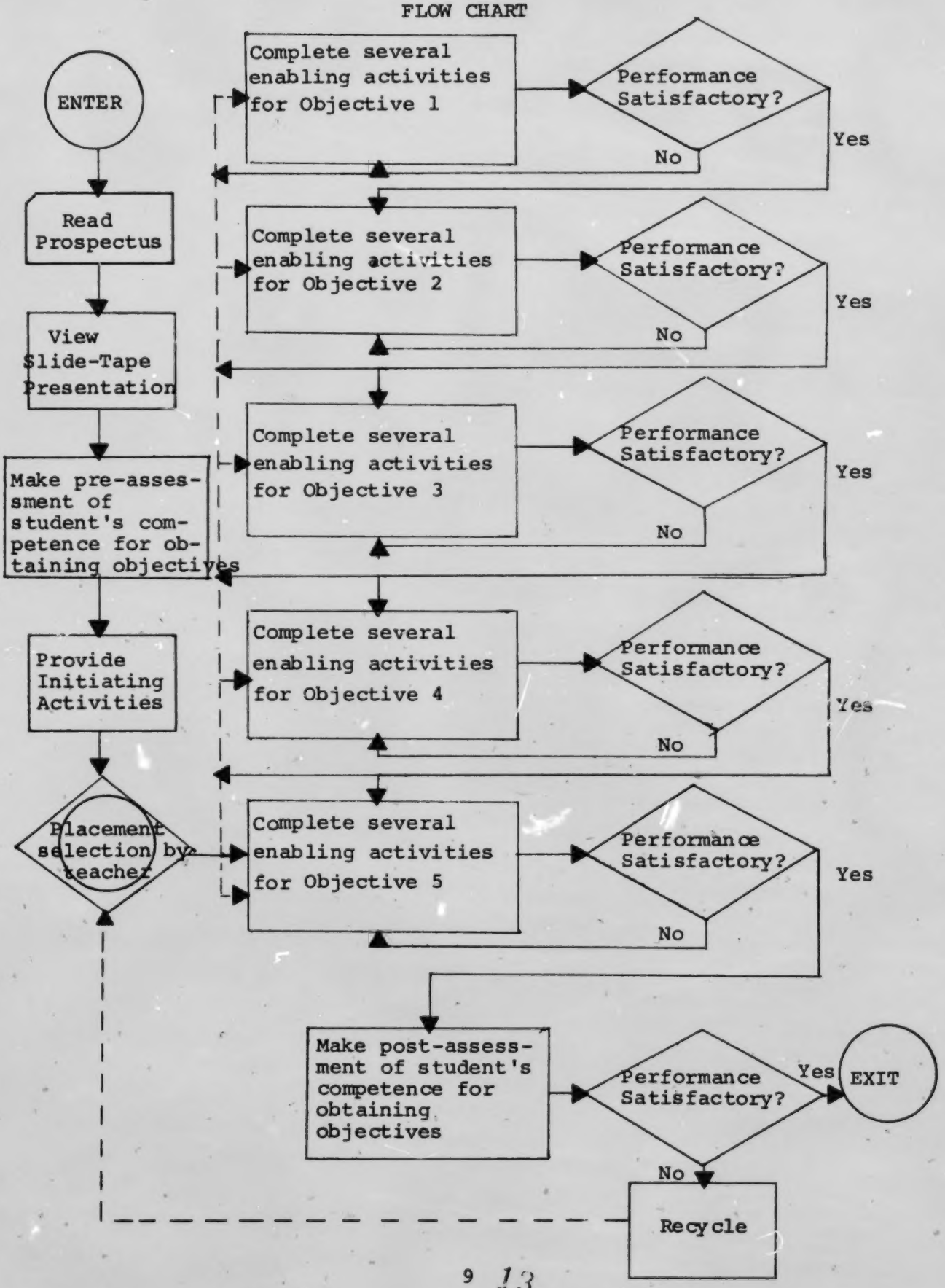
The length of the study, which is designed for use in Kindergarten through Third Grade, may vary from one to two weeks. The enabling activities include language, science, mathematics, art, music, dramatic play and social studies as well as activities for gross and fine muscle development. The study may be scheduled as an integrated day when different subjects and activities take place at the same time. During most of the day the children work individually or in small groups and move from one curriculum area of learning

center to another at their own pace. Scheduled times for total group activities are also included. The role of the teacher is primarily one of facilitator.

TERMINAL OBJECTIVE

The student will have an awareness of the uniqueness of the Navajo Indians, an appreciation for their way of life and contributions to society and mankind, and an awareness that there are some similarities between himself and the Navajos.

FLOW CHART


ENTER
Read Prospectus
View Slide-Tape Presentation
Make pre-assessment of student's competence for obtaining objectives
Provide Initiating Activities
Placement selection by teacher
Complete several enabling activities for Objective 1
Performance Satisfactory?
No
Yes
Complete several enabling activities for Objective 2
Performance Satisfactory?
No
Yes
Complete several enabling activities for Objective 3
Performance Satisfactory?
No
Yes
Complete several enabling activities for Objective 4
Performance Satisfactory?
No
Yes
Complete several enabling activities for Objective 5
Performance Satisfactory?
No
Yes
Make post-assessment of student's competence for obtaining objectives
Performance Satisfactory?
Yes
EXIT
No
Recycle

ENABLING OBJECTIVES

I. Given a variety of background information and appropriate enabling activities, the student will develop an awareness that the life style of the Navajo Indians is different from his own and that there are reasons for this.

A. He will be able to dramatize life in a Navajo Indian family and show how each member of the family, from about six years-of-age on, works to help provide basic needs.

B. He will be able to orally identify places and objects that are an important part of the life of Navajo Indians and state why they are important.

C. He will be able to give reasons why the life style of the Navajo Indians is different from his own.

II. Given information about the trading posts on the Navajo reservation, the student will develop an awareness of the importance of the trading post to the Navajo Indians.

A. He will be able to orally explain why a trading post is needed.

B. He will be able to orally identify five items often purchased by the Navajos from the trading post.

C. He will be able to dramatize the concept of trading.

III. Given information about animals used by Navajo Indians and activities involving these animals, the student will develop an understanding of the dependency of the Navajos on several different animals.

A. He will be able to identify the sheep, horse, goat, donkey, dog and cat as basic in the life of the Navajo Indians.

B. He will be able to explain why these animals are important to the Navajos.

IV. Given background information and appropriate enabling activities, the student will develop an awareness of the most outstanding contributions the Navajo Indians have made to society and mankind.

A. He will be able to orally explain how the Navajos were able to utilize materials that were available on the reservation.

B. He will be able to show how the Navajo Indians were able to use their artistic talents to make objects that were not only useful and enjoyable for themselves but for people throughout the nation.

V. Given access to information about family life, activities and games experienced by Navajo Indian children, the student will recognize the ways in which he and Navajo Indians are alike.

A. He will be able to dramatize similarities in the two families.

B. He will be able to identify and dramatize feelings that he experiences which are similar to those experienced by children of the Navajo Indian tribe.

C. He will be able to demonstrate games that both he and Navajo children enjoy playing.

PRE-ASSESSMENT

Invite the children to tell you anything they know about American Indians. Emphasize the fact that there are many groups or tribes of American Indians and that each tribe is different in many ways from the other tribes. Give the names of several Indian tribes, such as Chippewa, Apache, Sioux, Iroquois, and Navajo. Use a map of the United States to point out where you live and where these particular tribes live. Ask if any have visited the Grand Canyon. Tell them that the largest tribe of American Indians live near the Grand Canyon. Tell them that the largest tribe of American Indians live near the Grand Canyon. They are the Navajo Indians.

Ask the following questions and record the answers on a tape recorder or other mechanical means.

1. Describe a Navajo home.
2. What is a trading post?
3. Name some animals that were used by Navajo Indians.
4. What does a Navajo rug and jewelry look like?
5. What do Navajo children do each day?

Using the tape recording of answers to the above questions fill in the check-list form for pre-assessment which is in the appendix, to show each child's contribution related to the five enabling objectives. Use the check-list in selecting your enabling objectives and activities.

PRE-ASSESSMENT CHECK LIST

Names	Response Related to Enabling Objectives				
	1	2	3	4	5

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ENABLING ACTIVITIES

Initiating Enabling Activities (Small Group and/or Total Group)

The teacher will:

- Use several types of visual material (see Appendix) to give background information about the life style of Navajo Indians.
- Prepare to tell or read the book, Nezbah's Lamb (see Appendix).

The children will:

- View the visual material giving background information about Navajos.
- Listen to the story, Nezbah's Lamb.
- Talk about who Navajo Indians are, where they live and what they do.

Alternative Enabling Activities (Individual, Small Group and/or Total Group)

The teacher will:

- Look over all suggested enabling activities and select those that are best suited for the children in the class and the enabling objectives.
- Devise additional activities related to objectives if needed.
- Provide enough activities for the children to have options each day.
- Include a balance of activities in language, math, science, social studies, dramatic play, art and music.
- Allow the children to move from one activity to another at

their own pace.

- Read the information about Navajo Indians in resource books and this module.
- Condense the above information to a level the children will understand and make information cards about it and/or record it on a cassette recorder.

I. Given a variety of background information and appropriate enabling activities, the student will develop an awareness that the life style of the Navajo Indians is different from his own and that there are reasons for this.

A. The student will be able to dramatize life in a Navajo Indian family and show how each member of the family from about six years-of-age on works to provide for basic needs.

1. Dramatize Navajo Family Life in Hogan Learning Center (Small Group)

a. Plan and Construct Hogan

Hogans, the name given to the homes in which Navajo Indians live, are built in one of three styles: round, six-sided or eight-sided. Round ones are made of mud covering a framework of poles and bark, or mud with stones, or upright logs. The other two styles are built of horizontally laid logs and mud. The round or near-round shape is preferred because of religious beliefs. The walls are lower than the height of an adult. The dome-shaped roof

is made by using mud to cover logs that criss-cross in small gradations to the top. An opening is left in the center of the dome for the escape of smoke released from the wood fire located in a pit on the dirt floor inside the hogan. The hole and the fire provide light inside the hogan. The only door faces the East to the rising sun. The absence of windows protects the hogan from the strong winds of early spring. The hogan is easy to heat in the winter. Brush hogans are often built for summer. The teacher will:

Have in mind different ways to build a hogan learning center for the classroom that will be large enough for four children to play in at one time. It should be at least six feet in diameter. The hogan may be located in the center of the classroom or some central place. Consider the following plans for a hexagonal hogan.

(1) Place six open-faced storage shelves in a hexagonal shape, using the backs of the shelves to form the interior walls of the hogan. Leave space for a door opening that faces the East. Heavy material is needed for a blanket door

covering and some method for hanging it must be worked out. Items stored on the shelves during regular use, such as blocks, games, books and art supplies, would remain in place for continued use, though the learning centers for which they are used my need to be relocated.

(2) Secure two large square cardboard boxes, such as those in which washing machines are packed. Remove the bottom flaps with a utility knife and cut one corner of each box from top to bottom, forming four panels in each. Cut a door openring in one of the two center panels of one box. Overlap one end-panel of one box over an end-panel of the other and fasten the two together with large paper fasteners or tie them together with string in several places. Do the same with the panels at the other two ends. Overlap the corners of the flaps, which should be at the top, so they will slant upward. Fasten them together by the same method used on the walls. This will make the hogan sturdy.

Provide materials needed for chosen type of construction.

The children will:

- Discuss the kind of homes in which Navajo Indians live and the kind of materials from which they are built.
- Discuss why hogans are built as they are.
- Decide on the type of construction of a hogan for the classroom and assist teacher in getting needed materials.
- Work with the teacher in constructing the hogan as planned.

b. Move into Hogan

There are very few furnishings inside the hogan, partly because of the space since the hogans are usually from twelve to fifteen feet in diameter and partly because the family may move frequently. What they have is sufficient for their needs. Sheepskins and blankets are used for bedding. They are rolled up during the day and spread out on the floor on the west side of the hogan for sleeping at night. Hides and wool rugs are used as throw rugs. Nails are driven into the walls for hanging items. Small chests and bags are used for storage. Dishes and items of this nature are often kept in boxes located on the north wall of the hogan. Sticks are kept for use as firewood.

The clothing includes long skirts of cotton or satin, velveteen blouses, blanket shawls and head scarves for females, and pants, shirts, headbands and straw hats for males. Both wear silver belts, bracelets, necklaces, rings and earrings. Shoes are frequently worn instead of moccasins. The clothing and ornamentation are suitable for the Navajos' climate, needs and taste.

Babies are tied to a cradleboard most of their first year. It provides protection from harmful insects and snakes, the bright sun out of doors and the open fire inside the hogan. If the baby should be dropped from horseback during an accident, the bow at the top insures against head injury. The cradleboard is often placed in a standing position so the baby can see his world.

Kittens, puppies and lambs are often kept inside the hogan. The teacher will:

Provide dress-up clothes and furnishings for hogan center.

Provide Navajo-style doll clothes for dolls used in hogan.

Provide a cradleboard to fit a baby doll to be used.

Provide toy puppy, kitten and/or lamb for use in hogan.

The children will:

Discuss the items needed for furnishing their hogan.

Assist in securing the items decided upon.

Plan a way to hang clothing, etc., on the walls.

Move the items into the hogan and arrange them in place.

c. Live in Hogan

The children will:

Dramatize caring for children and pets, food preparations, etc.

2. Dramatize Daily Life of Navajos in the Block Center (Small Group)

Navajo families haul all of the water for their personal use from the trading post or nearest spring or well. Wagons are used to haul it in barrels saved for this purpose. Wood for the fire inside the hogan and other purposes is gathered wherever it can be found, placed in the wagon and hauled to the hogan area for storage and use. When members of the family go on trips, they walk, ride a horse or donkey or use the wagon. The wagon is also used to take wool, rugs, etc., to the trading post and to move the family possessions when necessary.

Corrals made of brush or logs are built

near the hogan for sheep and goats. They are usually made in a circular shape. The sheep dog often sleeps with the sheep and goats at night. During the day, the sheep graze on grass located for them by the shepherd who is a member of the family. The shepherd takes them to water before bringing them to the corral. Some families have horse corrals for the horses that are used to pull the wagons or for riding. Other horses run wild. It takes time to find and catch the desired horses when they are free to roam with the wild ones.

The teacher will:

Provide blocks for use in constructing hogans, corrals, etc.

Make figures for members of a Navajo family.

(1) One method uses six long pipe cleaners as a base for adult figures and shorter ones for children.

Twist one pair together and bend it in half to make the legs.

Bend another pair that has been twisted, wrap the center of it over the top of the legs, then twist it together upward to form the trunk of the body and the head.

Twist the last pair together and place it horizontally across the body, wrapping

the center of it around the trunk below the head to make shoulders and arms.

Pad the body frame with cotton. Use white liquid glue to hold it together if necessary.

Cover the padding with a soft material of light reddish brown (perhaps the top part of discarded panty hose).

Make hair by gluing black crochet thread or black velvet to the head in the style worn by Navajos.

Draw facial features with felt-tip pens.

Make clothes from scraps of velvet, satin, and cotton.

Use narrow ribbon or thin strips of cloth for head bands to be worn by males.

Make a cradleboard to fit the baby.

(2) Figures may be drawn on wood or thick cardboard (5-8 inch) and cut out with a saw.

(3) Members of the family may be copied from one of the children's books listed in the appendix, colored, cut out, and attached with tape loops to rectangular blocks.

Make blankets and sheepskins to fit family figures described above, using scraps of heavy material that resemble the two.

Make animal figures.

(1) Draw animals (several sheep, goat, donkey, horses, dog, and cat) on soft foam of one-inch thickness (like that used in cussions), cut them out with scissors, and color with magic markers.

(2) Wood, thick cardboard (5/8 inch), styrofoam or heavy poster board may be substituted for the soft foam. Use a saw to cut the figures out of the first three materials.

(3) Printed pictures may be cut out and attached to blocks with loops of masking tape.

Make a wagon.

Make the bed of the wagon out of a shoe box or similar sturdy rectangular box and trim the sides to make it shallow. Let a child paint the bed in a color portraying wood.

Cut wheels from heavy cardboard or use the cardboard circles used for packaging round quart-size bottles of mouth wash. Punch a hole in the center of each wheel. Let a child draw the spokes and rim on each one.

Make axles with dowel sticks (about one-half inch in diameter). Place them horizontally across the floor of the wagon bed where the pairs of wheels should be located. Glue them in place. Punch holes from the outside

of the wagon bed into the ends of the axles to indicate where the wheels are to go.

Attach wheels with upholstery tacks. Push one tack through the hole of a wheel, the hole in a washer, and the hole in the side of the wagon at the axle. Drive it into the axle. Do the same with the other wheels.

Make a wagon tongue out of a ruler, window shade stick, etc., cutting it to an appropriate length for the horses and wagon bed. Glue a short piece of wood across one end of the tongue to make a crosspiece and drill two holes on each side of it. To attach the tongue to the wagon bed, drill a hole in the other end of the tongue and one in the floor of the bed, about one inch from the center of the front end. Insert a bolt and nut in the holes, leaving enough play for the tongue to move.

Make harnesses for the horses by inserting heavy string through the pairs of holes in the crosspiece of the tongue to form loops on the top side. Make the loops long enough to slip over the heads of the

horses and still keep the wagon tongue level.

Provide stones of various sizes for use in dramatic play.

The students will:

Provide small sticks for hauling in the wagon and for pretend fires.

Plan what they can use for additional props, such as water barrels. Short cylinder blocks or tops of aerosol cans may be considered.

Build hogans, corrals, trading posts, etc., with blocks or sticks.

Use the blocks and props for dramatizing the life of Navajo Indians.

3. Role-Play Chores Assigned to Navajo Children (Small or Large Group)

In the Navajo family everybody has to work in order that they may survive. Children start as young as six years-of-age to help with the chores, helping more and more as they grow older. Chores in which they participate include: tending sheep, watering horses, carding wool, gathering and bringing in firewood, taking out ashes, gathering yucca plants and preparing them for use in various ways, assisting in planting, harvesting, drying and preparation of food, helping with the household work,

and caring for younger brothers and sisters.

The students will:

Discuss the work in which Navajo children participate and why.

Role-play some of the above chores. First, a child may act out a chore assigned by the teacher, then select his own choice and identify it to the rest of the group before acting it out. Later, he may role-play one of the chores and let the other children guess which it is.

4. Use Felt Board Figures (Individual, Pairs and Total Group)

The following figures are suggestive of those to be made and used in various ways: Large hogan, separate family figures (mother may be spinning, father may be making jewelry, etc.), several sheep including one black sheep, goat, horses, donkey or burro, dog, cat, rabbit, tree, cactus plants, yucca plant, wagon, corral, and trading post.

The teacher will:

Buy peplum (medium weight) material from a fabric store.

Make felt board figures out of peplum material.

Select appropriate figures in outline pictures found in books for children

(including those in Appendix).

Place peplum on top of a picture and trace the figure directly onto the peplum.

Color the pictures with crayons, felt-tip pens and markers.

Cut figures out with scissors.

Provide a large felt or flannel board.

The children will:

Discuss as a total group the figures and what they represent.

Move the figures about the felt board in dramatic play, changing the pieces occasionally, working individually or in pairs.

5. Listen to Stories (Individual, Small Group and Large Group)

The teacher will:

Provide books about Navajos that are appropriate for age group.

Select books to be told or read to children each day.

Place all books in browsing center.

Record appropriate stories on cassette tape recorder and provide a cassette recorder, listening post and books for their use.

The children will:

Listen to teacher tell or read stories about

Navajo Indians.

Listen to stories at listening post and follow them in books.

Browse through books in the center.

6. Dramatize a Story (Total Group)

The children will:

Select familiar stories about Navajos to dramatize in total group.

B. The student will be able to orally identify places and objects that are an important part of the life of Navajo Indians and state why they are important.

Among the places that are most significant to the Navajo Indians of this period are the following: hogan, corral, grazing areas, cornfield, mesa, hogan of another family, trading post, well or spring of water (if not located at the trading post), school, and clinic (which was usually located at the school).

Items that are important in the life of the Navajos include: animals, bedding, clothing, cookware, cradleboard, dirt, dishes, drums, food, gourd rattles, grass brush for brushing hair and cleaning metate, grinding stone, jewelry, loom with comb and batten for weaving, mano and metate stones for grinding, planting stick, plants of various types, rocks, sage brush broom for cleaning hogan floor, skins, spindle for spinning wool, tools and materials for making silver and turquoise jewelry, wagon, water barrels, wood, wool and yarn.

1. Construct and Play Game: "Where Am I? Where Am I Going?" (Small Group)

The teacher will:

Construct the game.

Select the places to be emphasized and find outline pictures of them in BOOKS FOR CHILDREN listed in Appendix.

The books, Nezbah's Lamb and Annie and the Old One, are good sources.

Copy the pictures with a copy machine or trace them.

Color pictures.

Mount pictures on poster board or discarded game board that is covered with a solid color.

Make tracks with strips of one-inch square blocks and mount them from picture to picture.

Make a die from a cube block with large dots on each side (from one to six).

Provide figures representing Navajos to be moved from place to place on the tracks. These may be stick figures that come with commercial games which do not represent any particular people.

The students will:

Play the game.

Each player places his figure on the location where he is beginning, identifies it and states where he is planning to go.

Roll the die to determine how many blocks to move the figure on the

track toward the destination.

When the player reaches his destination, he may choose another.

Make the game more complex by stating what a figure is going to do at his destination.

2. Identify Felt Board Figures (Total Group)

(See Enabling Activity I.A.4.)

The children will:

Identify each felt board figure as it is placed on the felt board.

3. Play Game with Felt Board Figures (Small Group)

(See Enabling Activity I.A.4)

The teacher will:

Place four significant figures on the felt board, remove one as the children close their eyes, replace it and remove another, etc.

The students will:

Discuss each of the four figures.

Close their eyes when one figure is removed.

Name the missing figure.

4. Emphasize Places and Items in Block Center Dramatic Play (Small Group)

(See Enabling Activity I.A.2)

The children will:

Construct places that are important to Navajos

and use these and props representative of important items in their dramatic play.

5. See Filmstrips and/or Movies (Total Group)

The teacher will:

Select and secure filmstrips and/or movies that were not shown during the initiating activities (See Appendix)

Show them singularly at appropriate times during the study.

The children will:

Look at the filmstrips and/or movies.

Discuss places and items shown in the filmstrips and/or movies.

6. View Filmstrip in Previewer (Individual)

The children will:

View a filmstrip that has been shown previously to the total group.

7. View Reel in View-Master Viewer (Individual)

The teacher will:

Secure the view-master reel about Navajo Indians (See Appendix) and place it in the view-master viewer she provides.

The children will:

Look at the pictures of Navajos.

Tell what places and items are seen in the pictures.

8. Identify Objects in "Feel Box" (Individual, Small and Total Group)

The teacher will:

Construct the "feel box."

Secure a sturdy cardboard box (about 12 inches by 18 inches).

Seal the top and bottom of the box to make a cube.

Cut two holes (about 3 inches in diameter), one in the center of each of two opposite sides.

Cover the box with adhesive paper or paint it.

Secure objects such as yarn, a rock, piece of soft carpet, leather, ear of corn, shuck, smooth stick, jewelry, etc., that represent items used by the Navajo Indians.

Show the items individually during a total group period and discuss the importance of each before placing it in the box.

The children will:

Discuss the items to be placed in the box.

Identify the objects while they are inside the box.

Put both hands inside the box, one

through each hole.

Take one item in both hands.

Identify the object by the way it feels.

Take item out of box to see if it was correctly identified.

9. Play Sequence Game About Hogan (Individual, Small Group or Total Group)

The teacher will:

Make sequence concept cards showing construction of a hogan.

Make a card for each step in the building of a hogan.

Draw or paste pictures of the following on the cards:

Logs, mud, people and building site.

Walls of hexagonal hogan when only two logs high.

Complete walls reaching to adult's shoulder.

Hogan with dome on top of walls.

Blanket covering door opening.

Smoke coming out of hole in center of roof.

The children will:

Play the game.

Recall the procedures for building a hogan.

Jumble the cards.

Arrange the cards in proper sequence.

Describe each step in the sequence.

10. Play Sequence Game About Rugs (Individual, Small Group or Total Group)

Rugs are woven by Navajo women from wool that grows on the backs of the sheep which are owned and cared for by members of the family.

When the wool grows long enough, it is sheared from the sheep's back with shears, scissors, or a piece of thin metal with a sharp edge. Shearing is similar to having a hair cut.

Wool from the sheep that are liked best by the Navajos is grease free and does not have to be washed. Greasy wool is usually washed in the rich lather from the pounded roots of the yucca plant. The wool is placed on a slanting board or rock and the lather is poured over it until all of the grease, sand and dirt has been removed. It is then spread in the sun to dry.

Before the wool can be used in a rug, it has to be carded. Two rectangular boards with handles, each containing short hooklike metal bristles on one side, are used to card the wool. The carding tools are pulled through the wool to comb it and make the hairs go in the same direction. All of this work is done by hand.

A spindle is used to make yarn from the wool

that has been carded. It is a smooth long stick with a round disk attached near the bottom. The Navajo woman doing the spinning uses both hands to turn the spindle and change the carded wool into long strands of yarn. The yarn is spun at least twice before it is used for making a rug.

Yarn is dyed into many different colors by using plants, clay and minerals found on the reservation. Indigo is the only material imported for making dye. Commercial dyes are occasionally bought from the trading post, particularly when additional colors are desired. The plants are prepared and mixed with a special liquid. The yarn is placed in a pot of this mixture and left until the desired color is obtained. It is then removed, drained, washed and placed in the sun to dry. The yarn is ready for weaving.

The rugs are woven on an upright loom. Many looms are made so that they can be moved from place to place. They are sometimes used inside the hogan as well as outdoors. The weaver places a rug on the ground in front of the loom and sits on it as she weaves. She ties yarn or string to one corner of the top of the frame, then winds it evenly from top to bottom across the frame. This yarn is called the warp thread. The weft thread is the wool yarn woven from side to side.

It is the yarn that is seen when the rug is complete. The warp threads are enclosed by the weft threads. The ends of the warp threads are often tied together to make fringes at the top and bottom.

Two tools are used in weaving the yarn into a rug on the loom. The batten, which is a long, curving wooden stick that is sometimes three inches wide, is used to separate the warp threads so that the weft threads can be inserted and passed through them. A comb is used to push the weft yarn down tightly against the strand below it. The batten is then used to push the weft yarns more tightly.

No two rugs are alike. Each Navajo weaver has her design in her mind and does it from memory unless it is an extremely difficult design. She may then draw it in the sand and refer to it as needed.

The teacher will:

Make sequence concept cards showing the making of a rug.

Determine the number of steps in the process of making a wool rug that are appropriate for the age group. Possible steps include:

Shearing sheep to get wool.

Washing wool if necessary.

Carding wool.

Spinning wool into yarn.

Dyeing yarn.

Weaving rug from yarn.

Make a card for each step that is chosen by drawing or pasting a picture of that step on heavy paper. A picture of a sheep and a completed rug could also be placed on cards for the beginning and end of the sequence.

The children will:

Play the game.

Discuss the steps in making a rug.

Jumble the cards.

Arrange the cards in proper sequence.

Describe each step in the sequence.

11. Dye Yarn (Small Group or Total Group)

The natural color of wool yarn is cream. Dye is used to color it. Sometimes there are a number of different plants that can be used to make dye for one color. A mixture of more than one plant or of a plant and clay or mineral may be used to make one color.

Red dye is made from mountain mahogany, juniper, lichens, alder, aromatic sumac, sunflower and the prickly pear. Thick, brick-colored

rainwater from the red mesas is also used by some weavers.

About twenty plants can be used to make yellow, yellow-brown and orange. Rabbit brush, snakeweed, fourwing saltbush, lichen, and goldenrod seem to be the most common.

Sumac, native ocher, pinyon and charcoal are used in the making of black dye. Wool from black sheep is not a true black.

Blue dye is mostly made from indigo which is imported, though plants, especially those with blue flowers, have been used.

White clay is used as a part of a mixture to dye the yarn white.

Green dye is produced by mixing blue and yellow dye.

The teacher will:

Provide cream or white yarn. Cut several pieces in short lengths.

Secure either the raw materials for making dye as described above, or food coloring for use in dying the cream or white yarn.

Arrange for the needed utensils, etc., needed for dyeing wool.

The book, Navaho Material Culture (see Appendix), describes the procedures for making many of the natural dyes. Clear

plastic medicine bottles with screw-on tops make good containers for dyeing short lengths of yarn.

The children will:

Discuss the process of dyeing yarn.

Mix the natural materials or the food coloring and water.

Place the dye in medicine bottoles, one for each color.

Put a strip of yarn into each mixture, leaving about two inches on the outside of the bottle when the lid is placed.

Let the yarn stand in the mixture for one day.

Remove yarn from mixture at appropriate time.

Identify the color or colors.

Compare the part of the yarn that has been in the dye with that which was on the outside of the bottle.

Compare the yarn that has been dyed with the dye itself.

Compare the yarn with commercial yarn of a similar color.

12. Weave on Loom (Individual)

The teacher will:

Provide a simple loom like that used in

making pot holders.

Even though this is a different type from that used by the Navajo weaver, some of the process is similar.

The children will:

Discuss the difference between this loom and that used by the Navajo weavers.

Use the loom to weave "miniature rugs."

This simple loom will be difficult for some young children to use to completion, but they can do part of it by themselves and let someone else assist them in the part they cannot do.

13. Observe Someone Weaving (Small Group or Total Group)

Many people have commercial looms of various types as well as hand-made looms. They may be willing to bring their loom to the class and demonstrate the weaving process on it, or they may invite the children to their homes for a demonstration if the loom is too large to move.

Some small factories that do weaving may allow children to come and observe.

The teacher will:

Arrange for a person to bring his loom to the classroom.

Arrange for a trip to a home containing a

large loom that can be demonstrated by the owner, or for a trip to a factory.

The children will:

Observe the person weaving.

Discuss what this person is weaving and the colors involved.

Compare this loom with that used by Navajo women.

14. Decorate Burlap Squares with Yarn (Individual or Small Group)

The teacher will:

Cut burlap material into twelve inch squares or a similar size.

Provide yarn and large needles with blunt ends and large eyes.

The children will:

Thread yarn into needles and tie the two ends together in a knot.

Make creative designed on the burlap with the yarn.

Discuss the colors used in the design.

Compare the designs with those found in Navajo rugs.

15. Make Stripes on Blanket Shawls with Yarn (Individual or Small Groups)

Navajo women buy the soft blanket shawls which they wear around their shoulders when it is

cold. The blanket shawls, called Pendleton blankets after the name of the mill where they are made in Oregon, are sold at the trading post. They are made in striped designs of bright colors and havea fringe around the edges.

The teacher will:

Provide material for two or more blanket shawls to be used as part of the dress-up clothes in the hogan center after they are decorated with yarn stripes. They should be of solid colors.

Provide yarn and large needles with blunt ends and large eyes.

The children will:

Thread the yarn into needles and tie the ends together in a knot.

Make stripes across the narrow part of the blanket shawl. Older children may be able to make fringes on the edges with yarn.

16. Weigh Corn (Individual or Small Group)

Corn is treasured and revered by the Navajos who consider it the symbolic emblem of life itself. It is used in religious ceremonials and is an important part of the diet of the Navajo people.

The Navajos sometimes have to plant their

corn in fields that are quite a distance from the hogan because the soil there is too dry for the plants to grow. If so, the family moves to an area near the field when it is time for the corn to be harvested. While there, they live in a brush hogan.

Some of the corn is eaten while it is fresh. It is prepared in a number of ways. The rest is dried for use during the winter. Part of the dried corn is used for food by the Navajos themselves. The remainder is used to feed the animals and for religious uses.

Different methods are used for drying the corn. One is to remove most of the husks or shucks from one ear, tie the remaining ones to those of another ear, then hang the two ears over an elevated pole or stringer placed horizontally between two vertical poles or trees.

When platforms or racks are used for the drying process, the entire husk is removed from the ear. Some families dry the corn by placing the ears without husks on top of hogans, sun shades, rocks or brush. When the corn is dry it is placed in a storage place near the hogan and used as needed.

The teacher will:

Provide one or more ears of colored Indian

corn with husks.

Secure scales for use in weighing the corn.

Provide materials for recording information about weights.

The children will:

Discuss the use of corn by the Navajos.

Use scales to weigh an ear of dry corn containing the husks.

Record the weight of the total ear of corn.

Remove the husks and weigh the remainder of the ear of corn.

Record the weight of the ear of corn without husks.

Subtract the difference between the weight of the total ear of corn and the ear without husks.

Shell the kernals from the corncob.

Weigh the shelled corn, then the corncob.

Record the weight of the shelled corn and of the corncob.

Add the weight of the husks, the shelled kernels of corn and the corncob.

Compare the weight of the three above with that of the ear of corn before any part of it was removed.

Make a graph to show the information about the weighing.

17. Grind Corn (Individual, Small Group or Total Group)

When dried dorn is needed for a food dish, it is ground on a flat grinding stone called a metate. The metate is placed on a goatskin with the hairy side next to the ground. Kernels of corn are placed on top of the metate. A small rock called a mano, which is flat and rectangular like the metate, is held in both hands and moved back and forth over the kernels on the metate to crush them into corn meal. The ground corn is collected on the goatskin and poured in bowl.

The teacher will:

Provide an ear of dry Indian corn.

Provide a large and a small flat rectangular rock for grinding.

Provide some type of substitute for a goatskin.

Provide two small containers, one for kernels, one for corn meal.

Provide a small amount of corn meal bought from a grocery store.

The children will:

Discuss why Navajo Indians grind corn and the process involved.

Shell the Indian corn.

Place the large rock on the substitute goatskin.

Place the corn kernels on the large flat rock.

Use the small flat rock to crush or grind the corn kernels.

Place the resulting corn meal in a bowl.

Compare this corn meal with that bought from a grocery store.

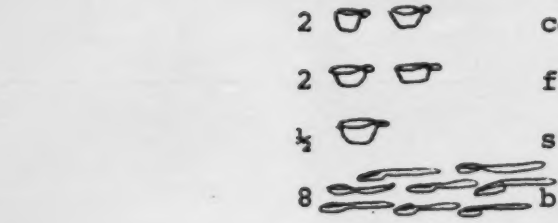
18. Bake Corn Bread (Small Group or Total Group)

There are fifty or more ways to prepare the corn meal after it is ground, including several types of bread. One of the favorite breads is piki, a paper-thin bread made from finely ground corn meal. Corn bread is baked on a griddle or in a skillet or pan.

Corn bread may be made in the classroom to emphasize the importance of this and other foods made from corn.

The teacher will:

Make a chart illustrating the recipe for corn bread, as follows:



2 eggs

2 milk

½ soft shortening

Sift the dry ingredients together.

Add eggs, milk and shortening.

Stir mixture with a spoon, then with a beater.

Place mixture inside the oven (425 for twenty-five minutes if oven rack is not crowded, 500 for forty-five minutes if the pan almost covers the rack).

Provide the ingredients shown on the chart in amounts listed.

Provide the utensils needed for making and serving the corn bread.

Borrow a tabletop or portable oven or arrange to use the oven in the school kitchen for the baking process.

Provide napkins or containers for serving the corn bread.

Use the mixer after the children have had turns to stir. Change the speed of the mixer from fast to slow occasionally.

Provide a timer to be set while the corn bread is baking.

Provide the materials for recording information about the activity.

The children will:

Discuss how their mothers use the corn meal that they buy.

Look at the recipe chart for making corn bread and discuss it.

Measure and mix the ingredients as directed on the recipe chart.

Stir the mixture.

Tell whether the mixer is running fast or slow after speed change.

Help pour the mixture into the pan to be placed inside the oven.

Set the timer or observe the teacher set it.

Occasionally check the corn bread as it bakes. Discuss the smell, the change in color and other changes.

Serve the corn bread that has been cut into small pieces.

Eat the corn bread.

Record the following information as it occurs, then display it.

Number of ingredients included in the corn bread.

Number of utensils used.

Number of times the mixture is stirred by hand or the number of children participating in stirring process.

Speed of mixer.

Amount of time spent in measuring and mixing corn bread.

Length of time corn bread is kept in the oven.

Temperature of oven while corn bread is baking.

Number of people eating corn bread.

Number of pieces left over after everyone is served once.

19. Make Mutton Stew (Small Group or Total Group)

Meat from both sheep and goats is eaten by the Navajos, as well as meat obtained from a number of wild animals. Some of the meat is cut in long strips and dried for use when fresh meat is unabailable. Mutton stew is one of the ways in which mutton is prepared.

If mutton can be obtained in stew meat form, plan to use it with other ingredients normally included in stew, then eat it as a part of lunch or as a snack.

The teacher will:

Make an illustrated recipe chart for mutton stew.

Provide the ingredients for making the stew.

Provide the utensils needed for making the stew.

Provide a hot plate or other appliance for use in cooking the stew in the classroom.

Provide containers and spoons for use in eating the stew.

The children will:

Talk about mutton, including where it comes from and its use.

Discuss the recipe.

Prepare the stew according to the recipe.

Cook the stew in the classroom, using the hot plate or other means.

Check the stew occasionally as it cooks. Notice the smell.

Assist in serving the stew.

Eat the stew and talk about the taste and the way it looks.

20. Eat Dried, Canned and/or Fresh Peaches (Total Group)

Peaches were grown and harvested where possible on the Navajo reservation. They are dried in the hot sun when not eaten fresh. The Navajos enjoy the dried peaches as a nutritious sweet treat during the winter months. A large colored photograph on page 121 of the book, The Enduring Navajo (see Appendix), shows peach halves drying in the sun. They are turned several times a day so that they will dry thoroughly.

Because peaches are one of the Navajo Indians' favorite foods, canned peaches are bought at the trading post when funds allow.

The teacher will:

Buy or arrange for a small group of children to buy a package of dried peaches, a can of peaches and fresh peaches if they are in season.

Provide a knife for cutting dried peaches into smaller pieces and for preparing fresh peaches if they are served. A can opener and large spoon are needed for canned peaches.

Provide bowls and spoons if canned peaches are served, and napkins for use with any of the three.

The children will:

Discuss the information about peaches as given above.

Buy dried, canned and fresh peaches at a grocery store.

Compare the fresh, canned and dried peaches by appearance.

Eat dried, canned and/or fresh peaches.

Compare the taste of the peaches if more than one type is eaten.

21. Eat Melon and/or Pumpkin (Total Group)

Navajo Indians raise melons and pumpkins in their corn fields and eat them as part of

their diet. If there is a large crop, they exchange some of them at the trading post for other goods. If they are not eaten fresh or exchanged at the trading post, they are placed in a storage pit or other storage place where they are kept for several months without spoiling.

The teacher will:

Purchase a watermelon and/or pumpkin if they are in season.

Provide a knife for cutting.

Have plans for various ways the pumpkin can be prepared.

Provide materials needed for preparation of pumpkin, including a portable oven if pumpkin seeds are to be toasted.

The children will:

Discuss the information about melons and pumpkins.

Prepare the melon and/or pumpkin for eating.

Eat the melon and/or pumpkin.

Talk about the taste.

Compare the melon and pumpkin if both are eaten.

22. Cook Squash, Beans or Potatoes (Small or Total Group)

Squash and beans are grown in the corn field

in addition to corn, melons and pumpkins. Two varieties of squash are grown. One is fat and round, resembling a mushmelon is size. Its interior is similar to that of a pumpkin or mushmelon. The other variety of squash is a small gourd-shaped one. Beans come in five different colors: yellow, white, black, pink and spotted. Both squash and beans are dried for use in the winter, though squash are also preserved for short periods of time by placing them in a storage pit or other storage place.

Wild potatoes are gathered and used as food in different ways, separately and with other foods.

The teacher will:

Purchase or allow a small group of children to purchase one or more of the above three foods.

Determine the method to be used for cooking the selected food.

Provide utensils, etc., needed for preparation, cooking and serving of food.

The children will:

Discuss information about the beans, squash, and wild potatoes.

Purchase one or more of the above foods if given opportunity.

Assist in preparation, cooking and serving of the food.

Eat the food, pretending to be a Navajo family.

Talk about the taste and appearance of the food.

Compare the food before and after cooking.

23. Classify Rocks (Individual and Small Group)

Many types of rocks or stones are available in abundance on the Navajo reservation. The Navajos have discovered many uses for them including the following: buildings, tools, grinding, food preparation, cooking, musical instruments, games, dyes, paints, sandpainting, reflectors and ornamentation. Turquoise, which is used primarily in jewelry, is imported by the trader from mines in Colorado, Nevada and Utah. Good luck is associated with it.

The teacher will:

Collect small rocks that are varied in shape, color, texture, weight, thickness, etc.

Secure a small piece of turquoise rock. Shops that cater to rock collectors often sell turquoise.

Provide a shallow container for the rocks.

Provide materials for making signs related

to the activity.

The children will:

Collect small rocks to add to those collected by the teacher.

Compare the rocks.

Discuss the uses made of rocks by the Navajo Indians.

Classify the rocks into as many groups as possible.

Talk about the reasons for the various classifications.

Record the number of classifications..

Make signs describing each classification (if they can write.)

Match rocks with signs and vice versa (if they can read).

24. Take Trip to See Display of Navajo Jewelry (Small Group or Total Group)

Necklaces, bracelets, rings, earrings, pins and belts are made by Navajo Indians from silver, turquoise, red coral, white shell and a few other stones. They are worn by Navajo men, women, and children. People all over the world now wear jewelry made by Navajo men who are called silversmiths. Museums often have Navajo jewelry in displays of historical arts and crafts. Some artisan shops, gift shops and jewelry stores

have good sized collections for sale.

The teacher will:

Provide pictures of Navajo jewelry.

Secure Navajo jewelry, if possible, and wear or display it.

Locate a museum or store which displays genuine Navajo jewelry and allows visits from groups of young children.

Make arrangements for the trip, including transportation.

The children will:

Look at pictures of Navajo jewelry.

Look at and handle Navajo jewelry worn or displayed by the teacher.

Discuss the information about Navajo jewelry.

Take trip to look at Navajo Jewelry.

Talk about trip after they return to the classroom.

25. Make Jewelry (Individual or Small Group)

The Navajo silversmiths learn to make jewelry by watching other silversmiths. They use tools, heat and materials to make the silver, turquoise, coral, shell, etc., into jewelry of many designs. There are rarely two pieces of jewelry that are alike.

The teacher will:

Provide pictures of Navajo silversmiths.

Display the turqoise rock (see Enabling Activity I.B.23).

Provide the materials for making jewelry, such as:

Plastic or paper straws cut into short pieces for turquoise, red coral, white shell and silver beads.

Needles with blunt points and large eyes.

Yarn or string for stringing beads for necklaces.

Narrow elastic for making bracelets and rings.

Dried peas, beans, corn, rocks, etc., to be painted with turquoise paint and used as sets in bracelets, etc.

Paint for beads and sets.

Aluminum foil of heavy weight and/or squares cut from disposable aluminum pans for bracelets, rings, etc.

White liquid glue for attaching "turquoise sets."

Scissors, hole punches and pencils (for engraving designs.)

The children will:

Recall how Navajo jewelry looks.

Look at pictures of Navajo silversmiths and talk about them.

Look at the turquoise rock and compare it to that in real Navajo jewelry worn by the teacher or displayed in classroom.

Make jewelry from the materials provided by the teacher.

Wear or take jewelry home if desired.

26. Do Sand Painting (Individual or Small Group)

A sand painting is made by the Navajo medicine man or singer and his helpers during a healing ceremony. The floor of a hogan, which may have been built especially for the ceremony, is spread with neutral-colored sand. This sand is plentiful on the Navajo reservation. Sand of different colors that has been made by crushing colored rocks and charcoal is trickled through the men's fingers, one color at a time, to make a special design. The design has to be exactly right or it cannot be used.

When the sand painting is completed, the sick person sits on it. The medicine man takes sand from certain parts of the design and rubs it onto the patient to get ride of the cause of the illness. The sand painting is then wiped out.

The teacher will:

Provide pictures showing the making of a sand painting.

Provide a large bag of neutral-colored sand which may be purchased from a landscape nursery or building supply store.

Make or allow the children to make colored sand as follows:

Mix food coloring with a small amount of water. Place a thin layer of sand in a shallow container. Pour the food coloring mixture over the sand. Allow the colored sand to dry in the open container. Place dried sand in containers such as clear plastic medicine bottles.

Provide a baby bathtub, bucket, dish pan or similar large container to hold the general supply of neutral-colored sand.

Provide large cookie sheets with shallow sides, round aluminum pizza pans, cardboard pizza wheels, etc., to hold the neutral-colored sand during the sand painting.

Provide a scoop or cup for filling the shallow pans with sand.

Provide small containers such as nut cups for the small amounts of colored sand to be used by each child as he sand paints.

Provide an extra container to hold the sand from the discarded sand paintings which may be saved for future use.

The children will:

Look at the pictures showing the making of sand paintings.

Discuss the pictures and other information about sand painting.

Make colored sand if this is planned.

Make sand paintings as follows:

Use the scoop to place a thin layer of neutral-colored sand in a shallow pan, getting it from the general supply.

Place a small amount of colored sand in a nut cup. Use thumb and forefinger to sprinkle the colored sand from the nut cup onto the neutral-colored sand, making a creative design. Empty sand from completed sand painting into container provided for this purpose.

27. Sing and Record Songs (Small Group or Total Group)

Songs and chants permeate the life of the Navajos. They sing as they tend the sheep or go about their other chores, on their way from place to place, and inside the hogans. A great amount of the time during a ceremony is spent in chants, song and dance led by the medicine man who is also called a singer.

The teacher will:

Select one or more songs from the following which are general rather than specific Indian songs:

"Dance, Indian Man" The Magic of Music*

"The Eight Little Indians" This is Music*

"Hi-Yo-Witzi" This is Music*

"Ki-Yi-Yi-Yi" Making Music Your Own*

Provide head scarves for four girls and head bands for four boys to use with the song, "The Eight Little Indians."

Provide a cassette tape recorder and cassette tape.

Record the children's singing and play it for them.

The children will:

Learn and sing the songs selected by the teacher.

Dramatize the song, "The Eight Little Indians," wearing the head scarves and head bands.

Dance to songs that are appropriate.

Listen to a recording of themselves singing.

28. Play Musical Instruments (Small Group or Total Group)

Rattles and drums are the musical instruments

often used by the Navajo Indians. One type of rattle is made from dried gourds. Two holes are made in the gourd for a wooden handle to go through the inside of the gourd. The handle extends a short distance at the top and is long enough at the bottom for a dancer or chanter to hold it in his hand. Before the handle is inserted, pieces of turquoise, white shell, pollen and kernels of corn are placed inside for religious reasons and to produce the sound of a rattle. Holes are sometimes punches in the sides of the rattle to make it sound louder. In some parts of the reservation the gourd rattle is painted white, using white clay, to match the dancers whose bodies are painted with white clay.

There are two main types of drums, one made of a basket and the other made of a pottery jar. Before the pottery jar is covered with goatskin for the head, water is poured inside. Instead of a drum stick, a tapper is used. The tapper is made from a pliable stick cut from one of three types of trees. The stick is bent into a small circle at one end and tied. Only one is used at a time.

The teacher will:

Make gourd rattles or provide sturdy maracas.

Make a drum from a clay pot or pottery jar

and cover it with any type of material that will produce a sound, or provide a regular drum. Older children may make the drum.

Make a tapper for use with the pottery drum or provide drum stick.

Provide a recording of the selected Indian songs using drum and gourds and/or record the songs on a cassette tape.

Play instruments a certain number of times for children to count.

Play different sound patterns with instruments for children to reproduce with clapping or tapping sound.

Provide a cassette tape recorder if cassette tape is to be used.

The children will:

Talk about the Navajo musical instruments most often used.

Make the drum if this is to be done.

Play the instruments as they dance, sing and/or listen to songs played on record player or cassette tape recorder.

Count the number of beats made by teacher on instruments.

Reproduce the sound patterns made on instruments by teacher.

29. Make and Wear Masks (Small Group and/or Total Group)

As many as fourteen or more different masks are used in Navajo ceremonies. Some slip over the head and some cover the face only. These rather grotesque masks are worn by the chanter and dancers who sometimes paint their bodies with white clay and wear special costumes.

The teacher will:

Show pictures such as those found on pages 244-246 in the book, The Enduring Navajo (see Appendix) that show Navajo masks.

Provide paper bags large enough to slip over children's heads.

Provide scissors, crayons, paint, yarn, cloth, buttons, etc.

The children will:

Make masks out of paper bags, using creative imagination.

Cut holes for eyes and mouth.

Draw or paint on features and add desired ornamentation.

Wear masks when singing, dancing and/or playing instruments.

30. Browse and Experiment at Science Center (Individual or Small Group)

The teacher will:

Provide items related to Navajo Indians for science center:

Ears of Indian corn	Yarn
Wool	Two rocks for Grinding Corn
Gourd	
Bean Pods	Collection of Small Rocks
Squash	Cactus plants
Watermelon	Wood
Pumpkin	Sand
Corn Meal	Appropriate picture and/or book
Magnifying glass	

Provide a clear plastic cover for cactus plants or caution the children that the tiny spines are not only sharp but cling to the skin and are difficult to see for removal.

Provide material for labeling items if children read and write.

The children will:

Bring items for the science center.

Handle and inspect items (except cactus plants).

Experiment shelling corn and grinding it with rocks.

Label each item (if they write) and describe its use by Navajos.

31. Dramatize Trip to Clinic (Small Group or Total Group)

Though the medicine man is still the person most frequently sought when there is an illness in the family, many Navajos have found that some illnesses, especially the eye disease trachoma, are more likely to be cured by doctors and nurses at the clinic. Outpost clinics are located in various places, sometimes in school buildings, and are only open on specified dates. Some Navajo families live in walking distance or close enough to travel there by wagon.

The teacher will:

Tell or read the book, Nezbah's Lamb (see Appendix).

Show illustrations of clinic in book, Nezbah's Lamb.

The children will:

Listen to Nezbah's Lamb and talk about illustrations.

Discuss information about the clinic and the trip there.

Dramatize the trip to the clinic.

32. Talk about Schools for Navajos (Small Group or Total Group)

Many children do not attend schools because they are needed to do chores at home and because the teachings are so different from Navajo ways of living. Some children live close enough to

school to go and come each day by bus. Others live in dormitories at the school either during the week or all year.

The teacher will:

Provide information about schools and Navajo children.

The children will:

Discuss the information about schools for Navajo children.

33. Paint, Draw or Model with Clay (Individual or Small Group)

The teacher will:

Provide easel, paper and tempra paint, including turquoise.

Provide crayons, including turquoise, and paper for drawing.

Provide pottery clay or a similar type for modeling.

The children will:

Use art materials in creative ways. Some may make pictures about Navajo life or use clay to make bowls, jars, etc.

34. Make Experience Charts (Individual, Small and/or Total Group)

The teacher will:

Provide large sheets of paper, felt tip markers and crayons.

Record on paper the stories dictated by the children.

The children will:

Make up stories about various experiences they have had during their study about Navajos and dictate them to teacher.

Illustrate experience charts with crayons or otherwise.

35. Make Collage (Individual and Small Group)

The teacher will:

Collect items representing those used by Navajos.

Yarn

Indian corn kernels, husks and corncob slices

Circles and squares from frozen dinner trays for silver

Leftover "turquoise," "coral" and "shell" from jewelry making

Small pieces of off-white carpet for sheepskins

Small pieces of leather

Scraps of velveteen, satin, cotton

Provide uniform pieces of cardboard for collage pictures.

Provide strong-holding white liquid glue.

The children will:

Assist in collection of items for use in collage.

Recall what each item represents and use for it.

Select items for their collage pictures.

Mount items on cardboard in creative designs.

C. The student will be able to give reasons why the life style of the Navajo Indians is different from his own.

1. Compare Differences (Small Group and/or Total Group)

The children will:

Compare with their own the homes, food, dress, transportation, medical treatment and schools of Navajo Indians.

Discuss the differences that exist and give reasons for them.

2. Role-Play Differences (Small Group and/or Total Group)

The children will:

Role-play ways Navajo children help their families and ways they help their own families. Discuss differences.

Role-play differences between the way food is cooked in each home. Talk about the

reasons for the differences.

Role-play a trip to the trading post made by a Navajo family in their wagon. Role-play a member of the class going to the shopping center in a car with his family. Talk about the differences and the reasons for them.

II. Given information about the trading posts on the Navajo reservation, the student will develop an awareness of the importance of the trading post to the Navajo Indians.

A. The student will be able to orally explain why a trading post is needed.

1. Construct Trading Post/Center (Small Group)

The trading posts have been a center of activity on the Navajo reservation for about one hundred years. Some families travel as far as twenty miles to the nearest trading post. Because of this, the trading post complex often includes a corral and one or more visitors' hogans for their use in addition to a warehouse and barn.

Trading posts are built where there are natural springs or good wells. Because few of the hogans are located near such a source of water, the Navajo families get water at the trading post and haul it home in barrels placed in wagons.

In addition to the trading post being a source of water and a place for exchanging their produce for goods that they need or want, it is a setting for socializing with others and for having meetings.

Through the years the trader has assisted the Navajos in securing materials for their weaving and jewelry making, in making designs that would interest the public in buying them, and in finding a market for their produce. He has also served as an interpreter of government regulations and programs.

Stones, adobe bricks or logs are used in building the trading post, which is usually rectangular in shape. Shelves reaching to the ceiling cover two or three walls on the interior. A counter, cash register, benches, the shelves and a stove are the main furnishings.

The teacher will:

Provide some type of dividers or walls to use in making a trading post in the classroom.

Have materials for use as furnishings, such as hollow blocks and boards, narrow low tables, sturdy boxes and/or open shelves.

The children will:

Discuss information about the trading post

and decide why one is needed for a particular area.

Make plans for constructing a trading post.

Construct the trading post according to plans.

Decide on furnishings needed and put them in place.

B. The student will be able to orally identify five items often purchased by the Navajos from the trading post.

1. Stock the Trading Post/Center (Small Group and Total Group)

Although the Navajos grow, gather or make many items that they need, there are a number that they have to get from the trading post or do without. Cooking utensils, dishes, buckets for water and tubs for bathing, coffee, canned tomatoes, peaches and other canned goods, flour, salt, washing powders, Pendleton blanket shawls, cotton, satin and velveteen material for making clothes, shoes, tobacco, candy and soft drinks are among the items available.

The teacher will:

Find pictures of as many of the above items as possible or have crayons for use in making pictures of them on chart paper.

Secure a cash register for use in the trading post.

Arrange to have as many of the above items as possible for use.

The children will:

Discuss the items most often found in a trading post that are used by the Navajo Indians.

Illustrate a chart showing items discussed above. Pictures may be drawn or pasted. Talk about chart and display it.

Decide which items can be brought by whom for the trading post.

Place the items in the trading post to stock the shelves.

2. Make Money for Use in Trading Post (Individual or Small Group)

The teacher will:

Provide paper, foil, pencils and scissors for making money.

The children will:

Decide on the coins and bills needed and how much of each.

Use the material provided for making the money as planned.

Place money in cash register.

C. The student will be able to dramatize the concept of

trading.

1. Dramatize Concept of Trading (Small Group and Total Group)

When a rug, jewelry, wool, hides, melons, or pinon nuts are brought to the trading post to be exchanged for other goods, the Navajo bringing them has a price in mind for each item. The trader and the Navajo spend some time deciding on a price that is acceptable for both. After an agreement is reached, the Navajo may spend a long time deciding which items he will take. He also hopes to have some money to take home.

When there is neither money nor produce to be exchanged by the Navajo for items at the trading post, he may pawn a piece of his own personal jewelry so that he can get the items he needs. The trader keeps the jewelry until the Navajo has enough wool, rugs, etc., to replace it. The trader may allow him to borrow the jewelry to wear for a special ceremonial and then return it again. The jewelry may be left as long as three years and still be reclaimed.

The trader sells the goods brought in for exchange by the Navajos. They are sometimes bought by other Navajo Indians or members of another Indian tribe but primarily by tourists

and buyers far away.

The teacher will:

Explain the system of trading practiced by the trader and Navajo.

Plan for two children to demonstrate trading to the total group.

The children will:

Discuss what it means to trade.

Demonstrate the meaning of trading.

Put price stickers on the items in the trading post.

Dramatize trading in the trading post learning center.

Work out a system that will prevent the stock from being bought out during the use of the trading post.

Bring the goods to the trading post to be exchanged for items and money, bargain with trader and select items.

Use arithmetic in as many ways as possible.

III. Given information about animals used by Navajo Indians and activities involving these animals, the student will develop an understanding of the dependency of the Navajos on several different animals.

A. He will be able to identify the sheep, horse, goat, donkey, dog and cat as basic in the life of the Navajo

Indians.

1. Play Game with Pictures (Individual or Small Group)

Animals are very valuable to Navajo families. Without them it would be difficult for them to survive. Sheep, goats, horses, donkeys, dogs and cats are the most common domestic animals owned by Navajo families and they are perhaps the six that are most basic.

Rabbits, prairie dogs, chipmunks, squirrels, pack rats, porcupines, skunks, badgers, otters, beavers, foxes, wildcats, antelopes, elk and deer are among the wild animals used in many ways.

Coyotes and rattlesnakes are enemies of the sheep and goats. Because of religious beliefs, the Navajos frighten them away rather than kill them if they attack their animals.

Rats cause problems by eating corn stored for winter use.

The teacher will:

Secure pictures of the above animals, including one of each of the six domestic animals which are considered basic.

Provide two boxes or box lids to hold the pictures. Label one "yes" and the other

"no."

The children will:

Name the animals in the pictures and distinguish the six that are considered basic.

Play game in which a picture of one of the six basic animals is placed in a "yes" box and others in a "no" box.

2. Play Animal Dominoes (Small Group)

The teacher will:

Buy animal seals or draw simple pictures of the six basic animals. Seven pictures of each animal are needed.

Mount pictures on rectangles of paper that can be attached to existing dominoes or rectangles of heavy cardboard or wood.

Make a double domino of each animal first. Then pair the animals so that there are twenty-one dominoes and no duplicates.

Cover dominoes with clear adhesive paper if desired.

The children will:

Identify the animals on the dominoes and associate them as being important to Navajo Indians.

Play the game as they would other types of domino games.

3. Work Animal Puzzles (Individuals and/or Small Groups)

1. The teacher will:

Secure puzzles that represent the six animals basic to Navajos.

The children will:

Name the animals in the puzzles and relate them to Navajos.

Work the animal puzzles they select.

4. Dramatize Caring for Sheep (Total Group)

When sheep do not obey the shepherd, a small tin can containing a few stones inside is shaken so that the noise will frighten the sheep and make them move as directed. A stick and rope are kept for use if needed.

The teacher will:

Prepare to tell or read book, Nannabah's Friend. (See Appendix)

Secure a can, such as a small baking powder can, and stones.

The children will:

Listen to the book, Nannabah's Friend.

Talk about the use of the tin can with stones.

Dramatize a shepherd using can to make sheep move, etc.

B. The student will be able to explain why these animals are important to the Navajos.

1. Discuss Importance of Six Basic Animals (Total Group)

Sheep provide wool for trading and for use in making rugs, sheepskins for bedding, hides for various uses and muttom for eating. Lambs are sometimes considered as pets when they are young. Sheep are periodically given to children to increase their sense of responsibility as well as their worth.

Meat from the goat is liked as well as mutton. Goat milk is given to children and goat hair (mohair) is used in weaving. There are many uses for goatskins and hides.

Horses are dearly loved by the Navajo. Prestige is acquired by the number of horses owned. Some run wild and are virtually worthless when compared to the precious grass consumed. Others are used for riding and for pulling the wagons. Shepherd often use horses in caring for the sheep because they can see a greater distance and can move more swiftly.

Donkeys or burros are believed by many to bring good luck. They are used as beasts of burden and for riding if there is no horse.

Dogs are trained to help care for the sheep. A good sheep dog is prized. The sheep dogs are companions to the shepherd. Puppies are often kept as pets, taking the place of toys. They may be treated very roughly by young children without interference by adults.

In addition to the use of traps to kill rats that eat corn stored for the winter, cats are kept for this purpose. Kittens are used as pets and are allowed to be treated roughly by children.

The teacher will:

Secure pictures of six animals basic to Navajo Indians.

The children will:

Look at pictures of above animals.

Discuss why these animals are important to Navajos, taking one at a time.

2. Dramatize Use of Animals in Block Center (Individual and Small Group)
   (See Enabling Activity No. I. A. 2.)
3. Play Sequence Game About Rugs (Individual, Small Group or Total Group)
   (See Enabling Activity No. I. B. 10)
4. Talk About Use of Goatskin (Total Group)
   See Enabling Activity No. I. B. 17)
5. Dramatize Use of Sheepskin (Total Group)

The children will:

Use the sheepskin in the hogan center in dramatization.

Put it over back of one child who is pretending to be a sheep and let someone pretend to shear it.

Pretend to sit, then sleep on it.

6. Make or Recall Making Mutton Stew (Small Group or Total Group)

(See Enabling Activity No. I. B. 19)

7. Play With Toy Kitten and Puppy in Hogan Center (Small Group)

(See Enabling Activity No. I. A. 1. b.)

8. Play With Visiting Kitten and/or Puppy (Individual or Small Group)

The teacher will:

Arrange to have a kitten and/or puppy visit the classroom.

The children will:

Associate the visiting pet with those enjoyed by Navajos.

Play with kitten and/or puppy.

9. Play With Stick Horses (Individual or Two Children)

The teacher will:

Make or buy stick horses for use indoors or outdoors.

The children will:

Discuss the importance of horses to Navajo Indians.

Plan with the teacher about limits for use of horses indoors.

Ride horses indoors according to designated limits.

Take horses outdoors for use in activities there.

IV. Given background information and appropriate enabling activities, the student will develop an awareness of the most outstanding contributions the Navajo Indians have made to society and mankind.

A. The student will be able to orally explain how the Navajos were able to utilize materials that were available on the reservation.

1. Recall Use of Animal Products (Total Group)

The Navajo Indians have found more uses for animal products than anything else available on the reservation. Flesh from a large number of animals is eaten as meat and milk from the goat is a part of the diet. Wool and goat hair are used in weaving rugs. Sheepskins and goatskins have many uses. Hides from most animals are saved and used for saddles, bridles, storage bags, moccasins and other items. Sinew or tendons are used for sewing and lacing. Glue is made from the horns and hoofs of animals and

hoofs are used also in making hoof rattles. Bones have been used as tools. (Refer to alternative enabling activities related to this topic.)

2. Recall the Use of Dirt, Sand and Clay (Total Group)

Dirt is used in building hogans, outdoor ovens, sweathouses, dams, and for burying hides and other materials for designated periods during preparation for use. Mud is sometimes used to cover the body for warmth. Clay is used in making dye and body paint for ceremonials and for protection of the face from sunburn, chapping and insects. Sand is spread over the hogan floor before a sand painting is made. (Refer to alternative enabling activities related to this topic.)

3. Recall the Use of Plants (Total Group)

The Navajo Indians find many uses for the plants growing on the reservation. The entire yucca plant is utilized. Soap for shampooing hair and washing greasy wool is made from the roots which are pounded into pulp. The strong leaves are torn into strips of various widths and used for making rope, string, drumsticks and other items. Black and red dye are made from yucca juice and ashes. Parts of many other plants are also used in making dyes.

Gourds, which may be grown in the corn field, are dried and used to make cups, canteens, ladles for dipping liquids, parts of masks and rattles.

The entire ear of corn: husks, corncob and kernels, is used in many different ways, especially for food. Other plants used for food include squash, beans, watermelons, pumpkins and peaches. Cactus fruit is picked with a special tool designed by the Navajo, scraped of spines, then eaten. Grass is eaten by sheep, goats, horses and donkeys and used in other ways. (Refer to alternative enabling activities related to this topic.)

4. Recall Use of Stones (Total Group)

Stones of many types are found throughout the reservation and are used by the Navajos in many ways, such as: building material, tools, grinding of corn and other materials, griddles and stands for cooking, sand painting, making of musical instruments, frightening of animals, jewelry, etc. (Refer to alternative enabling activities related to this topic.)

5. Recall Use of Wood (Total Group)

Wood from various trees is used in the form of sticks, logs, bark, twigs or brush in the following ways: building material for hogans,

corrals, fences for corn fields, drying racks, storage houses, shades and trading post, looms, knitting needles, tools of many types, brooms, brushes, cradleboards, musical instruments, charcoal for sand painting, ladders, dolls, etc. (Refer to alternative enabling activities related to this topic.)

6. Play Guessing Game (Small Group and/or Total Group)

The teacher will:

Provide a large selection of pictures representing animal products, dirt, sand and clay, plants, stones and wood.

Select felt board pieces that represent the above.

Provide a felt board for use with felt board pieces.

The children will:

Look at the pictures or felt board figures shown by the teacher.

Tell what an item is, what it is made from or what is made from it.

Put pictures that are identified correctly in one stack and those not identified in another stack.

Count the number identified and number not identified.

Go over the items not identified again. Listen to additional information about them to help in identification.

B. The student will be able to show how the Navajo Indians were able to use their artistic talents to make objects that were not only useful and enjoyable for themselves but for people throughout the nation.

1. Recall Making of Navajo Rugs (Total Group)

Navajo rugs are widely known for their beauty, variety of design, quality of workmanship and long life. They are found in leading museums of the world because of their artistic craftsmanship and historical significance. The floors and walls of countless homes are adorned by Navajo rugs.

In addition to making rugs for their own families, the Navajo weavers use their artistic ability and weaving skills to make rugs for other people. In return they receive money that enables them to have the necessities of life. (Refer to alternative enabling activities related to this topic.)

2. Recall Making of Navajo Jewelry (Total Group)

Jewelry making has been an important craft of Navajo men for over one hundred years and examples of their fine work are frequently on display in outstanding museums. As they have

been able to secure more intricate tools Navajo silversmiths have improved their skills. They are noted for their craftsmanship with silver, turquoise, coral, shells and other materials.

The Navajos themselves are very fond of beautiful jewelry and begin wearing it at an early age. Prestige is shown by the amount of jewelry owned as well as the number of horses. Though the Navajos prefer the heavy jewelry, they make lighter weight and less expensive pieces to fill the requests by other people. The latter is sold in jewelry stores and artisan shops across the nation. (Refer to alternative enabling activities related to this topic.)

3. Recall the Making of Sand Paintings (Total Group)

The Navajo sand paintings made during healing ceremonies by the Singer and his helpers are works of art. Each design has to be perfect or it cannot be used. Though each sand painting is destroyed the same day it is made, many outsiders have been allowed to see and photograph them so their beauty can be shared. Miniature sand paintings depicting parts of the designs are sometimes made on sand paper and sold in artisan shops. Navajo weavers have learned to weave the intricate designs into some of their rugs. The Navajo religion permits the use of

the sand painting designs in such pictures and rugs as long as the complete design is not duplicated. (Refer to alternative enabling activity related to this topic).

4. Talk About Other Artistic Talents of Navajos (Total Group)

The crafts of pottery making, basket weaving, leather work and painting of pictures are also engaged in by Navajo Indians.

Few Navajo Indians have made pottery or baskets since dishes and containers for various needs became readily available at the trading post. Most of those now made are used for ceremonial purposes and they depict the skill and artistic talents of the makers.

The skilled craftsmanship of leather work is seen in the saddles, bridles, belts, ropes, pouches, and moccasins that are made by Navajo men.

Painting is the newest craft of the Navajo Indians. Pictures painted by Navajo artists are owned by museums in both the United States and Europe. They portray the colorful beauty of the Navajos.

5. Take Trip to See Examples of Navajo Art (Small Group or Total Group)

The teacher will:

Arrange for a trip to a museum or other location that displays any of the Navajo art described above.

Provide pictures portraying Navajo art, including those found in resource books (See Appendix).

The children will:

Look at and discuss pictures showing different types of art.

Take trip to see Navajo art.

Talk about articles that were seen and how they looked.

Think about the reasons these articles were on display.

V. Given access to information about family life, activities and games experienced by Navajo Indian children, the student will recognize the ways in which he and Navajo Indians are alike.

A. The student will be able to dramatize similarities in the two families.

1. Recall Life in a Navajo Family (Total Group) (Refer to alternative enabling activities related to this topic.)

2. Dramatize Family Life of Navajos and Their Own (Total Group)

The children will:

Discuss similarities between Navajo families

and their own.

Both live in homes even though they are different.

Both live together in families of similar make-up.

Both prepare food, cook, eat, sleep, dress, bathe, wash clothes, do housework, take trips, etc.

Both share responsibilities among family members.

Select specific aspects of family life common to both groups.

Dramatize selected aspects, individually or as pretend families.

B. The student will be able to identify and dramatize feelings that he experiences which are similar to those experienced by children of the Navajo Indian tribe.

1. List Feelings Common to Navajo Children and Themselves (Total Group)

The children will:

Recall and list feelings common to Navajo children and themselves as portrayed in story books (see Appendix), such as:

Love for pet in Nezbah's Lamb.

Pain from cut finger in Nezbah's Lamb.

Fear of nurse in Nezbah's Lamb.

Pride of bandage in Nezbah's Lamb.

Loneliness in Nannebah's Friend.

Happiness on finding friend in Nannebah's Friend.

Joy and happiness on birthday in One Little Indian.

Timidity in asking to do something in Salt Boy.

2. Dramatize Feelings (Total Group)

The children will:

Individually dramatize a specific feeling with his face and/or body expression, identifying the feeling and the reason for it in advance, both as Navajo child and as himself.

C. The student will be able to demonstrate games that both he and Navajo Indian children enjoy playing.

1. Talk About Games Enjoyed by Navajo Children and Themselves (Total Group)

Most Navajo children play individually or in small groups, though older children may play modified versions of some of the adult games which are played in large groups.

Toys are used in imitative play of adult and family life activities. Dolls portraying family members are made of clay, hides, rags, wood and dry pine branches with cloth. Miniature

dishes, animal figures representing those owned by the family, miniature corrals and hogans are made of clay and other materials, often by the children themselves. Brush may be used in constructing a childsized hogan for use in imitative play.

Climbing trees or on top of buildings, twirling around a post, playing tag or chase and batting at rocks or balls with sticks are favorite activities. In recent years swings made of discarded tires or boards and rope hung from tree limbs have become popular. Stick horses are made from willow limbs or sunflower branches.

The teacher will:

Prepare to read the book, Nannabah's Friend (see Appendix).

Provide information about play activities of Navajo children.

The children will:

Listen to the story from the book, Nannabah's Friend.

Discuss play activities enjoyed by Navajo children.

Compare play activities of Navajo children with their own.

2. Demonstrate Games of Navajo Children and Themselves (Total Group)

The children will:

Select play activities common to Navajo children and themselves.

Play the selected games or play activities.

Discuss differences and similarities in how both play.

POST-ASSESSMENT

Select a filmstrip that portrays the life of Navajo Indians. Show it to the children as a total group without using the script. Invite the children to tell what is happening in each picture.

Ask the following questions:

1. Describe some ways a Navajo home is different from yours.
2. What do the Navajo Indians do at the trading post?
3. Name six animals that were important to Navajo Indians.
4. Why do people everywhere want to own Navajo rugs and jewelry?
5. In what ways are you like a Navajo child?

Use a tape recorder or other mechanical means to record the entire discussion about the filmstrip and the answers to the above questions.

Use the check-list form for post-assessment which is in the appendix to record each child's contribution related to the five enabling objectives as supported by the tape recording.

Compare the responses that were given in the pre-assessment with those of the post-assessment to indicate the extent to which the objectives of this module were met by the learner.

POST-ASSESSMENT CHECK LIST

Names	Response Related to Enabling Objectives 1	2	3	4	5

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APPENDIX

Books for Teacher's Background Information

1. Children of the People, by Dorothea Leighton and Clyde Kluckhohn, 1969, Octa on Books, N. Y.
2. Cloud Girl, by Olive W. Burt, Illustrated by Harry H. Lees, Bobb-Merrill Company, Inc., Indianapolis-New York, 1951, 215 pages.
3. The Enduring Navaho, by Laura Gilpin, University of Texas Press, Austin and London, 1968, 255 pages. (A magnificent photography book which captures the spirit and feel of the Navaho people. Informative, sympathetic text.)
4. Here Come the Navaho, by Ruth Underhill, United States Indian Service, 285 pages.
5. Kaibah--Recollection of a Navajo Childhood by Kay Bennett, Westernlore Press, Log Angeles, 1964.
6. The Navajo, by James F. Downs, Holt, Rinehart and Winston, Inc., New York, 1972, 133 pages.
7. Navaho Material Culture, by Clyde Kluckhohn, W. W. Hill and Lucy Wales Kluckhohn, The Belknap Press of Harvard University Press, Cambridge, Massassachusetts, 1971, 488 pages.

Books for Children

1. Annie and The Old One, by Miska Miles, illustrated by Peter Parnall, Little, Brown and Company, Boston-Toronto, 1971, 44 pages.
2. The Art of the Southwest Indians, by Shirley Glubok,

photography by Alfred Tomarin, The Macmillan Company, New York, 1971.*

3. The Cave, by Elizabeth Jane Coatsworth.
4. Chee and His Sheep, by Vicki Horecka.*
5. Dancing Cloud, The Navajo Boy, by Mary Marsh Buff, revised edition with new illustrations by Conrad Buff, The Viking Press, New York, 1937, 1957, 80 pages.
6. Eagle Feather, by Clyde Robert Bulla.
7. The Gray Eyes Family, by Edith J. Agnew, drawings by Jean Martinez, Friendship Press, New York, 1952, 127 pages.
8. Hop-High, the Goat, by Laura Bannon.
9. The Indians Knew, by Tillie S. Pine, pictures by Ezra Jack Keats, adapted for Lucky Book Club, Scholastic Book Services, New York, etc., 1972, 32 pages. (General book on American Indians, giving information about how they were able to use what they had to meet their basic needs.)
10. Kee's Home, (A bilingual reader for teaching Navajo children English and introducing the Navajo Language to English-speaking children. Each language is printed in separate color. Each page of text is faced with an illustration. No. A15, $4.95 in 1973.)**
11. The Last Horse, by Stanley Steiner.
12. Little Boy Navajo, by Virginia K. Smiley, pictures by Tom Two Arrows, Abelard Schuman Press, 1954, over 50 pages.*
13. Little Eagle--A Navajo Boy, written and illustrated by Armstrong Sperry, E. M. Hale and Company, Eau Claire,

Wisconsin, 1938, 102 pages.

14. My Name Is Lion, by Margaret Embry.
15. Nannabah's Friend, by Mary Perrine, illustrated by Leonard Weisgard, Houghton Mifflin Company, Boston, 1970, 28 pages.*
16. Navajo Bird Tales, (Stories of the wild birds of the southwest as told to Navajo children. An "awareness" book, good for all ages. No. A12, $3.95 in 1973).**
17. Navajo Pet, by Martin, Patricia Miles.*
18. Nezbah's Lamb, by Edith J. Agnew, drawings by Jean Martinez, Friendship Press, New York, 1954, 32 pages.*
19. One Little Indian, by Grace and Carl Moon, Albert Whitman & Company, Chicago, Ill., 1950, 25 pages.*
20. Salt Boy, by Mary Perrine, illustrated by Leonard Weisgard, Houghton Mifflin Company, Boston, 1968, 31 pages.*
21. Tall As Great Standing Rock, by T. D. Allen.

Filmstrips

1. How A Navaho Indian Family Lives, A207-6, captioned filmstrip, full color, primary social studies--group 1, available from Singer SVE, Society for Visual Education,1345 Diversey, Chicago, Ill., 60614.*
2. Navajo, one in a set of four color filmstrips, Southwest Indian Families (also Apache, Hopi and Zuni), available with 2 records or silent with captions, Coronet.*
3. Navajo Children, Children of Many Lands, Black and White filmstrip with captions, Encyclopaedia Britannica Educational Corporation, 425 N. Michigan Ave., Chicago, Ill

60611. (Shows homes, dress, work of the Navajo, what the children enjoy doing, why Navajos move when spring comes.)*

4. Nonebah of the Navajos, black and white filmstrip, script, produced by Board of Missions and Church Extension of the Methodist Church. May be available from local Methodist Church or Conference Office. The first eighteen pictures are suitable for this study.*

Journals

1. Arizona Highways, August, 1968, 40 pages (entire issue about Navajos).

Movies

1. A Boy of The Navajos, Coronet, 16 mm., color. Story of Tony Hotinez, a Navajo Indian boy.*
2. Navajos of the '70's, Centron Educational Films, 16 mm., color, 15 minutes, sound, 1971. (Deals with customs, history, economics, current problems, and future prospects of the Navajo Indians who live on the reservation--good for teacher background material--parts may be usable with children.)

Picture Sets

1. Indians of the Southwest--Culture, set of 8 large color photographs, SVE, Society for Visual Education, 1345 Diversey Parkway, Chicago, Ill., 60614. Three or four relate to Navajo Indians: Navajo "Blanket" Weaving, Cactus Fruit, Medicine Man, Grinding Corn.*

2. Indians of the Southwest--Today, set of 8 large color photographs, SVE, Society for Visual Education, 1345 Diversey Parkway, Chicago, Ill., 60614. Six pictures related to Indians from the Navajo tribe: Navajo shepherds, Navajo lumber mill, Navajo Tribal Council, time for school, reservation field nurse, Navajo School.*
3. American Indians--Yesterday and Today, set of 24 large, full-color pictures, David C. Cook. Two pictures about Navajo Indians--one of sand painting, the other showing a hogan and cabin together.*
4. Concepts and Values (40), from series, "The Social Sciences--Concepts and Values," Harcourt, Brace & World, Inc., Center for the Study of Instruction, 1970. Three pictures, though not about Navajo Indians, are usable with this module: No. 23-Corn Plants, No. 31-Two Children Feeding Sheep, No. 32-Wool-Shearer.*
5. Families, from series, "Man and Communities--Concepts and Values," edited by Ruth E. Fideler, The Fideler Co., Grand Rapids, Michigan, 1970. (This is a combination picture-book set, as the huge pictures are bound together.) One picture is about Navajo Indians: No. 18-The Chee Family Makes a Rug.*

Records

1. Navajo, 12 L.P. record. Songs of the Dineh (The People) recorded by great Navajo soloists and singing groups. Riding Songs, On Iwo Jima, Do Not Forsake Me, Gringing

Songs, Train to Gallup, Hoop Dance, and 8 others. There are explanations on the cover. No. RA6, $4.98 in 1973.* **

2. Traditional Navajo Songs, 12 L.P. record. Several light-hearted courting songs: Navajo Love Song, Gift Dance Song, Two-Step Song, etc. Explanations on album, original painting of a social dance on cover. No. RA7, $4.98 in 1973.* **

Slides

1. Monument Valley, S-284E, Five Slides: Through North Window, Navajo Girls Colorfully Dressed, Agathisn (El Capitan), 7,100', Navajo women and children, Sentinel Mesa & Castle Rock.***
2. Monument Valley, S-284F, Five Slides: Entrance Navajo Tribal Park, Navajo Woman Spinning Wool, vista from John Ford Point, Owl Rock, Rain God Mesa Formations.***
3. Navajo Indians, S-305, Five Slides: Navajo encampment, rug weaving, Navajos and ponies, Indian girls tend sheep, Navajo silversmiths.***
4. Southwest Indians, S-283E, five slides: rug weaving, Navajo Sand Painting, Hopi basket maker, Hopi silversmith, Apache Devil Dancers.***

Song Books

1. The Magic of Music, kindergarten, Ginn and Company, 1970.*
2. This Is Music, kindergarten and nursery school, Allyn and Bacon, Inc., 1965.*

View-Master Reel

1. B-725, The American Indian, reel 2, four pictures of Navajo Indians.***

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*Suitable for use with kindergarten as well as grades 1-3.

**Available from Children's Music Center, Inc., 5373 West Pico Blvd., Los Angeles, Calif., 90019 (add $1 for record and/or book orders if using home address. Postage free to school address).

***Available from GAF Corp., Consumer Photo Division, P.O. Box 444, Portland, Ore., 97207, 5-slide sleeves for $1 in 1973.